

K-6 ELA Curriculum Overview

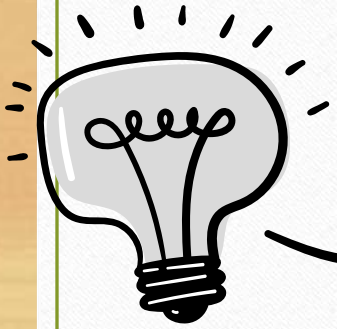
An Introduction

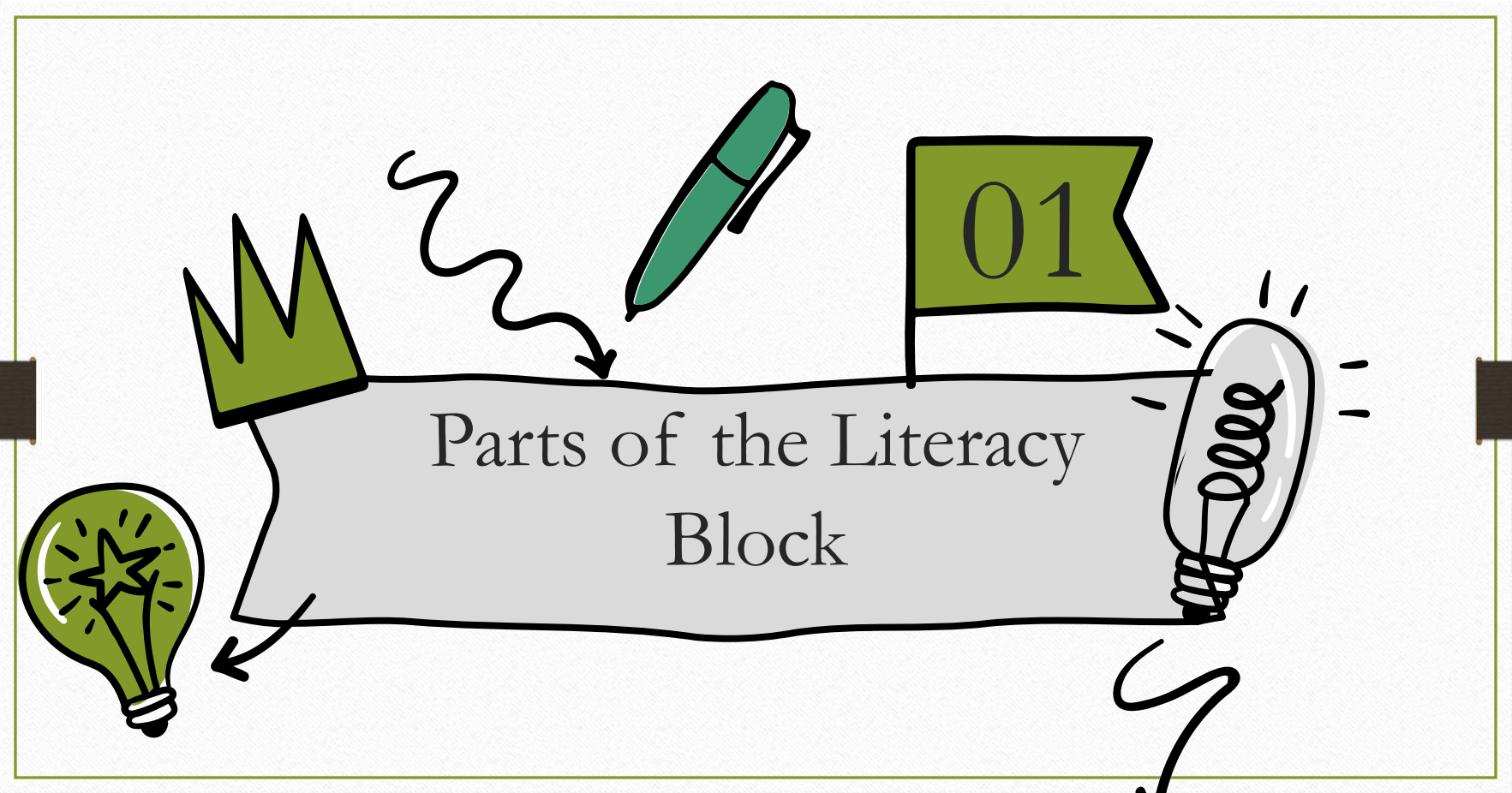
to RAZ Kids &

Amplify

Goals


1. Introduce Reading A to Z as an ELA curriculum
2. Identify Components of an Effective Reading Block K-1, 2nd, and 3-5th
3. Introduce Amplify and the components of an Effective Reading Block (6th)



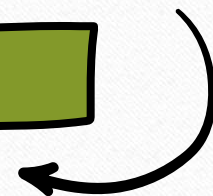





Parts of the Literacy
Block

01



The K–5 Literacy Curriculum Map is designed for a **120-minute block**, but can be **modified** and **adjusted** to fill your time and meet student needs. **Resources, instruction, and assessment** are provided for:

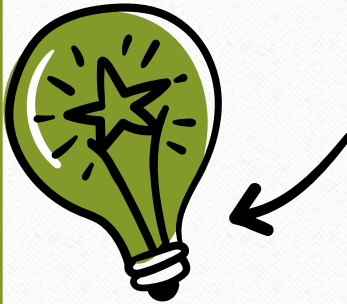
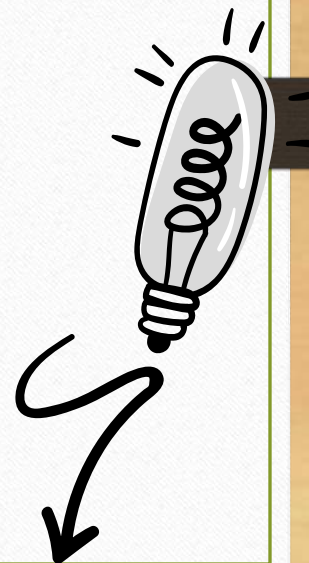




Whole Group:

- • Read Aloud (Read to Students)
- Phonological Awareness (Grades K–1)
 - Phonics (Grades K–2)
 - Grammar & Word Work
 - Writing

Small-Group:

- Small-Group Instruction (differentiation)
 - Centers (Grades K–2) and Stations (Grades 3–5)
- 
- 

Instructional Focus Areas

Grades K-1

Shared Reading (Read with Students)	Reading Strategies, Comprehension Skills, Vocabulary, Concepts About Print, Text Features, Text Structure (Grade 1)	~15 mins
Read Aloud (Read to Students)	Reading Strategy, Vocabulary, Speaking & Listening, Fluency	~15 mins
Phonological Awareness	Phonological Awareness	~10 mins
Phonics	Phonics, High-Frequency Words	~20 mins
Grammar & Word Work	Grammar, Word Work	~10 mins
Writing	Process Writing, Response to Texts, Handwriting	~20 mins
Small-Group Instruction	Differentiation based on student need; All Instructional Focus Areas	~45 mins
Centers	Fluency, Phonological Awareness, Phonics, Grammar & Word Work, Reading, Writing	

Instructional Focus Areas (Con't)

Grade 2

~~Shared Reading (Read with Students)~~ ~~Reading Strategies, Comprehension Skills, Vocabulary, Text Features, Text Structures~~ ~15 mins

Read Aloud (Read to Students) Reading Strategy, Vocabulary, Speaking & Listening, Fluency ~15 mins

Phonics Phonics, High-Frequency Words ~20 mins

Grammar & Word Work Grammar, Word Work ~10 mins

Writing Process Writing, Response to Texts, Cursive ~30 mins

Small-Group Instruction Differentiation based on student need; All Instructional Focus Areas

~45 mins

Centers Fluency, Phonics, Reading, Writing

Instructional Focus Areas (Con't)

Grades 3-5

~~Shared Reading (Read with Students)~~

~~Reading Strategies, Comprehension Skills, Vocabulary, Text Features, Text Structure~~

~~~20 mins~~

Read Aloud (Read to Students)

Reading Strategy, Vocabulary, Speaking & Listening, Fluency

~20 mins

Grammar & Word Work

Grammar, Word Work

~20 mins

Writing

Process Writing, Response to Texts, Cursive

~30 mins

Small-Group Instruction

Differentiation based on student need; All Instructional Focus Areas

~45 mins

Stations

Fluency, Reading, Vocabulary, Writing



# Small Group Instruction (K-5)

## Purpose

Small-group instruction provides time for a scaffolded approach to teaching and learning. Use this time to meet with a small group of students who need to work on specific literacy-based strategies and skills or students who have a similar reading level. Use the resources provided within Small-Group Instruction, in addition to those from all parts of the literacy block, to differentiate instruction to meet student need.

- Small-group instruction is designed to happen simultaneously with centers or stations, meaning a group of students should be working with the teacher while other students are working independently or in small groups. See the Centers or Stations section in the Implementation Guide for more details.
- Texts have been chosen for this part of the literacy block to align with and complement the anchor texts used in Shared Reading (*Read with Students*). If you prefer, you may choose from any of the titles on Reading A–Z.
- The resources included in the Small-Group Instruction section of the literacy block are leveled to meet the varying literacy needs of all students. They represent a variety of text types and genres and include a balance of fiction and nonfiction. The leveled resources can be used to help students build their literacy skills within any of the Instructional Focus Areas included in the literacy block.
- Instruction in the Literacy Curriculum Map should be modified to meet the needs of all students. Use this time to scaffold instruction and provide differentiation as needed. Create small groups based on reading level, skill gaps, review, remediation, and enrichment.
- Use [Benchmark Books or Benchmark Passages](#) to determine student reading levels and to monitor progress.
- Use [Literature Circle Resources](#), when available, for a specific text as appropriate for students. General Literature Circle resources are also available for all texts.

# Sample Rotation Model

| Time        | Group A                     | Group B                     | Group C                     |
|-------------|-----------------------------|-----------------------------|-----------------------------|
| 9:30-9:45   | Guided Reading              | Reading/SS                  | Word Work/Literacy Activity |
| 9:45-10:00  | Word Work/Literacy Activity | Guided Reading              | Reading/SS                  |
| 10:00-10:15 | Reading/SS                  | Word Work/Literacy Activity | Guided Reading              |

# Sample Rotation Model-M/W

| Time       | Group A-Low                       | Group B-Med<br>Low | Group C-Med<br>High               | Group D-High   |
|------------|-----------------------------------|--------------------|-----------------------------------|----------------|
| 9:30-9:55  | Guided<br>Reading                 | Reading/SS         | Word<br>Work/Literacy<br>Activity | Technology     |
| 9:55-10:20 | Word<br>Work/Literacy<br>Activity | Technology         | Reading/SS                        | Guided Reading |

# Sample Rotation Model-T/Th

| Time       | Group A-Low                       | Group B-Med<br>Low | Group C-Med<br>High               | Group D-High |
|------------|-----------------------------------|--------------------|-----------------------------------|--------------|
| 9:30-9:55  | Reading/SS                        | Guided Reading     | Word<br>Work/Literacy<br>Activity | Technology   |
| 9:55-10:20 | Word<br>Work/Literacy<br>Activity | Technology         | Guided Reading                    | Reading/SS   |



# Let's See ELA Block



# Kindergarten







Kindergarten



1st Grade





2nd Grade

# 3rd Grade



**RACE** Writing Strategy  
ACRONYM

1<sup>st</sup> **R**e-state the question  
TURN the QUESTION in the PROMPT into a **S**TATEMENT  
*Ex: How can students improve their study skills? → Students can improve their study skills by...*

2<sup>nd</sup> **A**NSWER all parts of the question  
There may be more than 1 part to the question

3<sup>rd</sup> **C**ite the **T**EXT to support Ans.  
Give an example from the TEXT  
USE **C**ircled words for Quotes  
Use phrases: According to the text, the author states that...  
*Ex: The author says that...*

4<sup>th</sup> **E**xplain your citation  
Explain how your evidence proves it!  
*Ex: This shows that...*





# 4th Grade



# 5th Grade





# 6th Grade





Step by Step Guide to Resources


# Let's log into RAZ Kids





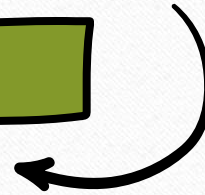
# Introduction to Amplify Grade 6





The 6<sup>th</sup> Grade English Language Arts Curriculum Map is designed for a

**45-minute block, but can be modified and adjusted to fill your time and meet student needs. Additional time may be added from the subsequent Social Studies block to meet the needs of students.**





# 6<sup>th</sup> Grade ELA Block

## Middle School ELA Instructional Framework

In Class - 45min

Dragon PRIDE or HWK

|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                 |                                                                                                                                               |
| <b>Build Vocabulary- 5 min</b>                                                                                        | <b>Close Read- 20-25 min</b>                                                                                                                                                                                                                                                                                                   | <b>Performance Task-15-20 min</b>                                                                                                                                                                                                                                                                                                                                                                                            | <b>Reflect- 5 min</b>                                                                                                                                                                                                                                                                                                                                              | <b>Independent Work- 15-20 min</b>                                                                                                                                                                                               |
| <b>Develop word knowledge</b>                                                                                         | <b>Collaborate and interpret text</b>                                                                                                                                                                                                                                                                                          | <b>Develop and present ideas</b>                                                                                                                                                                                                                                                                                                                                                                                             | <b>Solidify learning</b>                                                                                                                                                                                                                                                                                                                                           | <b>Solo</b>                                                                                                                                                                                                                      |
| Students work with the adaptive Vocab App to build key text and academic vocabulary and track their level of mastery. | Students read analytically to build content knowledge and analyze writers' intentions, choices, and claims. Through a wide variety of activities, students unpack the text by analyzing evidence, discussing interpretations, collaborating, working visually, listening to readings, and developing connections across texts. | Students continue to refine their understanding of the text, topic and objectives with frequent writing activities that ask them to develop their analyses with claims and evidence. To show further evidence of their learning and communicate their ideas, students also participate in Socratic seminars, discussions, performances/presentations, role-playing a character from the text, or trying on a writer's style. | At the end of each lesson, students reflect on their learning, this can take place through an Exit Ticket or a Wrap-Up.<br><br>Exit Ticket: Quick snapshot of students' understanding of the objectives targeted by the lesson's reading<br><br>Wrap-Up: An opportunity to reflect on the ideas discussed, extend student's thinking or preview upcoming material. | Students apply their developing reading skills to a new text by annotating and answering a range of auto scored questions that track their reading comprehension.<br><br><i>(Completed during Dragon PRIDE or for homework.)</i> |

# 6<sup>th</sup> Grade Grammar

Middle School ELA Instructional Framework- Grammar



Opening &  
Targeted  
Instruction  
25 min



Skill  
Drill  
15 min



Closing  
5 min

# 6<sup>th</sup> Grade Grammar

Middle School ELA Instructional Framework- Grammar



Opening &  
Targeted  
Instruction  
25 min



Skill  
Drill  
15 min



Closing  
5 min

# 6<sup>th</sup> Grade 100 Lesson Pathway

Grade 6

## 100 Lesson Pathway

Amplify ELA offers 100 days of instruction, but we know that teachers may want to reserve some instructional time for other fourth-grade goals. Here's an abridged version of the curriculum that allows for full standards coverage in only 100 lessons. This pathway includes five Unit Reading Assessments, two essays, and a mix of informational and literary texts. You can always add on *Quests: Poetry in America*, *Novel Guides*, and all your other favorite content.



6A

### Dahl & Narrative

17 Lessons

#### SUB-UNITS (Lessons)

Get Started (1-4)

Read: *Salmon* by Christy by Heidi Pitlor (1-2)

Read: *Narrative Unit Reading Assessment*

|                                      |                                                    |
|--------------------------------------|----------------------------------------------------|
| <b>READING</b><br>Informational Text | WOL WEL WEL WEL WEL WEL<br>WEL WEL WEL WEL WEL WEL |
| <b>WRITING</b>                       | WOL WEL WEL WEL WEL WEL<br>WEL WEL WEL WEL WEL WEL |
| <b>SPEAKING &amp; LISTENING</b>      | WOL WEL WEL WEL WEL WEL<br>WEL WEL WEL WEL WEL WEL |
| <b>LANGUAGE</b>                      | WOL WEL WEL WEL WEL WEL<br>WEL WEL WEL WEL WEL WEL |



6B

### Mysteries & Investigations

25 Lessons

#### SUB-UNITS (Lessons)

The Secret of the Yellow Death by Guyton Johnson (1-15)

Write an Essay (1-3)

Mysteries & Investigations Unit Reading Assessment

|                                      |                                                    |
|--------------------------------------|----------------------------------------------------|
| <b>READING</b><br>Informational Text | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>WRITING</b>                       | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>SPEAKING &amp; LISTENING</b>      | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>LANGUAGE</b>                      | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |



6C

### The Chocolate Collection

25 Lessons

#### SUB-UNITS (Lessons)

Informational Literacy (1-6)

Argumentative Writing and Critical Research (7-11)

Expository and Persuasive Research (12-14)

Write an Essay (1-3)

The Chocolate Collection Unit Reading Assessment

|                                      |                                                    |
|--------------------------------------|----------------------------------------------------|
| <b>READING</b><br>Literary           | WOL WEL WEL WEL WEL WEL                            |
| <b>READING</b><br>Informational Text | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>WRITING</b>                       | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>SPEAKING &amp; LISTENING</b>      | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>LANGUAGE</b>                      | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |

Grade 6

## 100 Lesson Pathway



6D

### The Greeks

24 Lessons

#### SUB-UNITS (Lessons)

Presentations (1-4)

Oratory (1-7)

The Greeks Unit Reading Assessment

|                                 |                                                    |
|---------------------------------|----------------------------------------------------|
| <b>READING</b><br>Literary      | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>WRITING</b>                  | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>SPEAKING &amp; LISTENING</b> | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>LANGUAGE</b>                 | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |



6E

### Summer of the Mariposas

27 Lessons

#### SUB-UNITS (Lessons)

Summary of the Mariposas by Quetzil G. Garcia Mc Cook (1-21)

Summer of the Mariposas Unit Reading Assessment

|                                      |                                                    |
|--------------------------------------|----------------------------------------------------|
| <b>READING</b><br>Literary           | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>READING</b><br>Informational Text | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>WRITING</b>                       | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>SPEAKING &amp; LISTENING</b>      | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |
| <b>LANGUAGE</b>                      | WOL WEL WEL WEL WEL WEL<br>WOL WEL WEL WEL WEL WEL |

Amplify ELA

### Facing Chart- 6<sup>th</sup> Grade English Language Arts

- 100 Lessons
- GMAS Review
- Novel Studies & EOY Projects





# Q&A

